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Notes and News

At the last meeting of the New Jersey M. L. T. A. Professor E. F. Hauch was reelected to membership on the Executive Committee of the National Federation. The following officers were chosen for the ensuing year:

President, Franklin Grosse, Barringer High School

Vice-President, Mary A. Lathrop

Secretary-Treasurer, John J. Arnao, Central High School, Newark

Member of Council for two years, Tilla P. Thomas, Summit High School, Summit, N. J.

Members of Council for one year, Edward Warrenreich, Battin High School, Elizabeth.

The following elections to the Executive Committee of the National Federation have taken place:

J. P. W. Crawford, University of Pennsylvania, to succeed L. A. Roux, Newark Academy, N. J.

Edward F. Hauch, Rutgers College, to succeed himself.

John D. Fitz Gerald, University of Illinois, to succeed A. R. Hohlfeld, University of Wisconsin.

Irvin S. Goodman, Walworth, Wis., to succeed W. B. Snow, English High School, Boston.

CHICAGO NEWS

The stage production of *Castillos de Torresnobles* by the Spanish pupils of Senn High School on April 14, was a distinct artistic achievement which reflects great credit on the 150 members of the cast and their teacher, Miss Bertha I. Vincent. The guests, about 1900 boys and girls representing most of the high schools in the city, were transported into an Elysium of romance, melody and color, exceeding their fondest expectations. The Spanish teachers of Chicago are deeply grateful to Miss Vincent and her cast for the pleasure afforded the pupils by the fine staging of this delightful *comedia*, so well suited to a high school audience.

La Pequeña Prensa, the weekly paper which has been published regularly by the pupils of the Waller High School, Chicago, since November last, has added greatly to the interest of the work. The gala edition of the last week of June, which contained articles contributed by several schools, enjoyed a large outside circulation.

On May 7 the pupils of the Spanish department of the Waller High School, Chicago, held a very successful County Fair, with the proceeds of which they purchased a mimeograph and a typewriter for the use of the staff of *La Pequeña Prensa*, the weekly organ of the department. Among the attractions of the Fair were *una casa de misterios, una pecina, un kiosco de buenaventura* and *gitanas españolas* (disfrazadas).

At the Englewood High School County Fair of May 20 which was attended by thousands, the Spanish booth had on sale a unique attraction: a Spanish calendar in booklet form, designed and copyrighted by Miss Josephine Korten, teacher of Spanish, and dedicated to the pupils of the Spanish department of Englewood High School.

SPANISH IN CHICAGO HIGH SCHOOLS

Feb.—June, 1921

Total No. of high schools in Chicago:	24
Total No. of high schools in which Spanish is taught:	21
Total enrollment in Spanish in 21 high schools:	7,500
Total enrollment in all studies in the Chicago high schools:	40,048
The enrollment in Spanish is, therefore, a little less than one-fifth of the total enrollment.	
Total No. of teachers of Spanish in 21 high schools:	65

EDITH CAMERON

Waller High School

The thirty-third conference of the University of Chicago with academies and high schools took place on May 5 and 6, 1921. The meeting of the Romance section, which was presided over by Myra V. Smith, Nicholas Senn High School, was largely attended. Some 150 college and high school teachers of French and Spanish were present. The principal speakers were Barry Cerf of the University of Wisconsin and C. E. Parmenter of the University of Chicago. Professor Cerf's subject was: Aims in the Teaching of French. He maintained that since the ability to read is not only the most attainable aim for American children but also the most useful, our efforts in the class room should be directed primarily toward this as a goal. He spoke for about forty-five minutes to an intensely interested audience, and the vigorous discussion that followed his paper, led by Elsie Schobinger of the Harvard School, Anna M. Williamson of the Evanston High School and O. F. Bond of the Junior College of the University High School, indicated what a vivid impression the speaker had made and how warmly his audience either agreed or disagreed with his remarks. Professor Parmenter, in discussing the same general topic from the standpoint of Spanish, addressed himself to a more detailed

examination of the nature of the course and was followed by Elsa Scherer, Carl Schurz High School and E. L. C. Morse of the Chicago Public Schools. As the editor hopes to print both of the principal papers, there is no need of a more detailed report here.

NEWS FROM WASHINGTON

The enrollment in foreign languages for the summer quarter at the University of Washington was as follows:

	<i>Latin</i>	<i>Greek</i>	<i>French</i>	<i>Spanish</i>	<i>Italian</i>
First Term	19	50	186	98	7
Second Term	—	42	114	65	5

The numbers in Greek and Latin include courses in Greek and Roman Civilization and in Greek Literature in translation.

The number of students taking elementary courses in the modern languages has been steadily lessening the last few years. The reason is that beginning with the current year two years of a foreign language will be definitely required for admission to the University; and if this requirement has not been met in high school, it must be made up in college without credit. The purpose is to shift the instruction of two years' foreign language to the high schools. This will, of course, mean a great reduction in the number enrolled in the modern languages, since the great majority has always been found in the first four courses, corresponding to the first two years in high school.

Professor G. W. Umphrey, of the Spanish department of the University, has given two series of public lectures on South America since his return from that country last February. An Extension Division course of twelve lectures on "Life and Literature in South America," given in the business section of Seattle, aroused considerable interest. Thirty-eight signed up for the course as regular students, and the presence of many more at different lectures indicated growing interest in South America.

The other series consisted of two lectures given in the open lecture course of the summer session. The lectures were entitled "Impressions of Life in South America" and "Higher Education in South America." In the second lecture Professor Umphrey compared university life in South America with that in this country, with respect to organization, faculties and students. "The typical South American university," said Professor Umphrey, "is a federation of professional schools, each possessing complete autonomy." There is usually no separate college of liberal arts and science. Some of the cultural subjects studied in colleges of the United States are included in the two upper years of their six-year high school course, or in the professional schools.

Because of the absence of liberal arts and science as a separate college, and because the different professional schools are located in widely separated parts of the city, there is no "university life" as we know it. Campus activities are unknown. Each university has a federation of students which concerns itself with the general university policies and social and political matters of national importance. The Latin-American student takes life very seriously. The professors are not usually professional teachers. Practicing lawyers, doctors, engineers, editors, librarians, and publicists make up the faculties of the universities. The argument in favor of part time professors is that they are more likely to keep in close contact with actual life if they have to make their living as business men do.

Professor E. O. Eckelman, Chairman of the department of German at the University of Washington, replying to a request for information regarding the status of German at the University, writes as follows:

"Owing to lack of funds German was not included among the subjects offered during the Summer Quarter at the University of Washington. It was felt by the Committee in charge that every cent was needed to provide for the larger departments, in which the demand was certain to be greater than the facilities afforded by the meagre summer-school budget. However, Miss Krafft, Assistant in German, undertook to remain at the University and to give instruction privately. She has been kept busy most of the summer.

There are many encouraging signs of a growing interest and renewed activity in foreign fields, particularly Germanic. 'The Americanization of Edward Bok' as fine a testimony of the rich contributions offered us by the hyphenated citizen as was ever penned, has been received with much acclaim. Again, the American Scandinavian Foundation has formed a local chapter in Seattle for the promotion of closer social, scientific and cultural relations between our country and the Scandinavian nations. With head offices in New York the foundation hopes to maintain a system of exchange scholarships, exchange publications and international bureaus of study. Furthermore local clubs are planning to study the foreign population of Seattle under the direction of so able a leader as Dr. Carol Aronovici. Of his liberal policy we have a report as follows: 'He urges caution against too great eagerness to mold the foreigner into a pattern of established standard. In the rush to assimilate and absorb all foreign elements in the United States, he says there is danger of destroying vast treasures of racial assets which, under careful nurture and direction, would become valuable elements in the development of American civilization.' These are encouraging signs for the language teacher. They go far to make him feel that he is counted a factor in the progress of the race."

LOUISIANA TEACHERS MEET

The Modern Language Section of the Louisiana State Teachers Association met in Alexandria, on Friday April 8, 1921. Papers were read by Professor William Hansler of the Louisiana State Normal School, by Mr. E. C. Galloway of the Bolton High School, and by Mrs. D. Renshaw LeBreton of the Esplanade Avenue High School. Mr. Hansler spoke on "General Considerations of Methods" in which he stressed the value of the direct method and especially of phonetics. Mr. Galloway also emphasized the study of phonetics as a means of imparting a correct pronunciation. Mr. Galloway concluded his remarks by lamenting the lack of proper textbooks for the teaching of composition. Mrs. LeBreton took up the question of the teaching of French in the grades of the New Orleans Public Schools. She spoke of the difficulties at present encountered there and she concluded by an appeal to systematize the Modern Language work throughout the state. The discussions following the formal papers were keen and interesting, Miss Sarah Bowles of Lafayette taking a leading part.

Professor A. Marin La Meslée of Tulane presided over the meeting until the election of officers for the coming year. The following were elected: Professor Wm. Hansler, president; Miss Sarah Bowles, vice-president; Mrs. LeBreton, secretary.

AN AMERICAN TEACHER HONORED

Mr. Lawrence A. Wilkins, Director of Modern Languages in the high schools of New York City, has been invited by the Government of Spain, through the Junta para Ampliación de Estudios of the Ministry of Public Instruction, to give this fall in the Centro de Estudios Historicos of Madrid, a course in the methodology of modern language teaching, and has been granted a leave of absence for a half-year by the Board of Superintendents of the New York City schools.

Mr. Wilkins made an address on July 9, at the opening of the tenth Summer Course for Foreigners conducted in Madrid by the Junta para Ampliación de Estudios and cooperated with the educational authorities of Spain with regard to these summer courses which are attended by many North Americans. He has also been invited to speak before the Escuela Normal de Idiomas, the Ateneo of Madrid, the chief literary center of the capital, and to lecture in the University of Seville and other universities.

Mr. Wilkins is the founder of The American Association of Teachers of Spanish and its president for three years, during which time the membership grew from 300 to 1,400 in number. He is also a director of the French Union of the French Institute in the United States, and of the Instituto de las Españas in the United States.

KANSAS MODERN LANGUAGE ASSOCIATION

The second general annual meeting of the Kansas M. L. A. was held in Topeka, on April 9. The session was widely attended by teachers of modern foreign languages throughout the state.

The program was as follows:

9:30 A. M.

ROUND TABLE CONFERENCES

French Round Table.

Chairman, Marjorie Rickard, Fort Scott Senior High School, Vice-President for French.

First Year Problems—Ernest Bennett, State Manual Training Normal School.

The Content of the Second Year Course—Gérardine Knotter, El Dorado High School.

The Influence of Molière on Goldoni and Fernández Moratín—P. S. Zampieri, Washburn College.

The Question Box—Alpha L. Owens, Baker University.

Spanish Round Table.

Chairman, Velma Shelley, El Dorado High School, Vice-President for Spanish.

The Spanish Situation in Kansas—Samuel J. Pease, State Manual Training Normal School.

The Importance of the Study of Foreign Language—Thomas J. Gutiérrez, Southwestern College.

Spanish in the Junior High School—Patti Sankee, Kansas City, Kansas, Junior High School.

An American in Porto Rico—Allena Luce, Baker University.

German Round Table.

Chairman, Theodore Todd, Washburn College, Vice-President for German.

An Informal Conference on the Present Status of the German Language in Kansas.

2:00 P. M.

GENERAL SESSION

Chairman, John V. Cortelyou, Kansas State Agricultural College, President.

Reports of Committees.

Election of Officers.

Reciprocal Advantage to be Gained from the Correlated Teaching of English and of Modern Foreign Languages:

A. From the Point of View of Grammar—Vera E. Blackburn, Lawrence High School.

B. From the Point of View of Philology and Literature—Amy E. Langworthy, Leavenworth High School.

An Investigation of what One Unit Represents in the Study of Modern Foreign Languages in the First and Second Year—Alpha L. Owens, Baker University.

3:45 P. M.

Glimpses of Some of the Great Art Galleries in Europe (illustrated lecture)—Harold Putnam Browne, Professor of Drawing and Painting, University of Kansas.

A pleasing addition to the general program was the rendition of several songs taken from the collection of Spanish-American songs, "Canciones Populares," arranged and edited by Allena Luce formerly of Porto Rico, now of Baker University, and recently published by Silver, Burdett and Company. A brief review of Miss Luce's book was given, after which several of the songs were charmingly rendered by Ruth Lundgren of the Baker Conservatory of Music, Miss Luce herself playing the piano accompaniment.

Officers of the Association for 1921-22 are as follows:

President, John V. Cortelyou, Kansas State Agricultural College.

Vice-President for French, Ernest Bennett, Kansas State Manual Training Normal School.

Vice-President for Spanish, Bessie Goodyear, Wichita High School.

Vice-President for German, Elmer F. Engel, University of Kansas.

Secretary-Treasurer, Helen J. McKinney, Atchison High School.

Chairman of Publicity Committee, Alpha L. Owens, Baker University.

ONE KIND OF REVIEW

In the April, 1921, issue of *L'Atalia Che Scrive* there appears a review, the translation of which we give with the intent of indicating rather *one* way in which it may be done than *the* way in which it should be done.

"F. E. Avelle: *Les Verbes français*. Cremona. Apollonio, 1920, pp. 128.

F. E. Avelle has published with F. Apollonio of Cremona, *Les Verbes français*. The verbs are conjugated *in extenso* according to the table of terminations characteristic of every tense, of every mood and of every conjugation. It will not be uninteresting to rehear and to reread—'pronunciation and spelling must absolutely be studied together'—and F. E. Avelle conjugates the verb *avoir* in the present indicative:

<i>J'ai</i>	<i>nous avons</i>
<i>tu as</i>	<i>vous avez</i>
<i>il a</i>	<i>ils ont</i>

Avelle assumes a very different tone when, effectively concise, he takes up the conjugation of the verb *être*. He expresses himself literally thus:

<i>Je suis</i>	<i>nous sommes</i>
<i>tu es</i>	<i>vous êtes</i>
<i>il est</i>	<i>ils sont</i>

But this is only the preface which is followed by the bold prologue in which are conjugated *in extenso* the four model verbs

parler, finir, recevoir, rendre, before entering decisively in *mediam rem*, that is upon the conjugation *in extenso* of the irregular verbs.

We shall quote an example chosen from the gayest and most interesting in which we catch glimpses of rabelaisian reminiscences: The verb *rire* gives in the imperative:

ris rions riez

We do not mean to give an excessive number of quotations, not so much because of the well known scarcity of space, as because of our respect for literary property and for the rights of the author, so as not to deprive those who shall read the book of the legitimate pleasure of surprise."

IDAHO

On May 6 a Spanish play, *Los Castillos de Torresnobles*, accompanied by Spanish dances and music was presented by the students of the University of Idaho, some seventy persons taking part. An outline of the play in English was first given by M. L. Sargent of the faculty. This was the first attempt to give such a performance in this institution. The costumes were home-made.

Mrs. M. L. Sargent of the Spanish faculty spent the vacation months in Mexico City. Misses Ingersoll and Mathieu of the French faculty spent the summer in France, where Miss Ingersoll will remain for a year, pursuing her studies.

The East High School of Green Bay, Wis. presented Molière's *Le Médecin Malgré Lui* on March 31 under the direction of Mrs. R. L. Bodley and Miss Helen Dunning. In addition there were dances, and songs, and recitations, all characteristically French. This performance is one result of the activities of the flourishing Cercle Français of the school, organized by Mrs. Bodley in 1919. Green Bay has a considerable Belgian and French element in its population, and the public performances of the Cercle Français are heartily encouraged. The results of this encouragement are evident both in the interest taken by the pupils and in the club's treasury.

The M. L. A. of Pittsburgh was organized on April 16 last. The officers elected are: President, W. H. Shelton, University of Pittsburgh; Vice-President, Helen H. Faris, Wilksburg H. S.; Secretary-Treas., Olga E. Solberg, Allegheny H. S.; Council: R. H. Johnson, University of Pittsburgh, Frederick Lohstoeter, Peabody H. S., Margaret Ruth, Wilksburg H. S. The May meeting was devoted to discussion of various aspects of the pronunciation problem by Mary Morgan, Peabody H. S. and Helen H. Faris.

Thirteen institutions in the United States have been given the privilege of nominating from their student body and faculty fellows in Belgian Universities on the C. R. B. Foundation. Candidates must be American citizens and have a reading and speaking knowledge of French. The fellowships carry an allowance of 12,000 francs in addition to transportation. Miss Abba Willard Bowen of the Romance faculty of Smith College was one of the first appointees.

Misses Esther Marhofer and Marjorie Ellis, recent graduates of the University of Chicago, have received appointments to fellowships in France for '21-'22. Miss Marhofer, who is in her first year as a graduate student will succeed Miss Elizabeth McPike, also of the University of Chicago, at the Ecole Normale of Saint-Germain-en-Laye, while Miss Ellis will be assigned to a Lycée.

Why Study French?

The following questions were asked of 42 students in a western college (16 of them in first year, 26 in second year): 1. What advantages do you expect to get from the study of French? 2. What are your views of method in teaching modern languages? The answers yield the following results:

1. Reading and speaking knowledge.....	13
Reading knowledge.....	19
Speaking knowledge.....	5
Increased English vocabulary.....	3
Contribution to general education.....	1
Pronunciation for stage career.....	1
2. Most of time should be spent on reading.....	24
Most of time should be spent on Conversation.....	17
All translation.....	3
No translation.....	2
All French in class room.....	4

We glean from Professor Doyle's column in the *Journal of Education* that the Instituto de las Españas is being successfully launched with the aid of the Institute of International Education. On the board of directors are Messrs. S. P. Duggan, L. A. Wilkins, F. de Onís, and W. R. Shepherd. The central office has been established at 419, West 117th St., New York City. In the same issue we read that four of the American Field Service fellowships in French universities were assigned to men specializing in Romance languages: Malcolm Cowley, Harvard; S. G. A. Rogers, Brown; S. A. Freeman, Harvard; John M. Smith, Indiana. Applications for next year should reach the secretary, I. L. Kandel, 522 Fifth Ave., New York City, by Jan. 1, 1922.

Professor E. M. Greene of the University of So. Dakota requests us to correct a statement in the May issue of the Journal as to the number of high schools in his state offering French. There were fifty such schools in 1920-21.

Mr. Charles Holzwarth of the West H. S. of Rochester, N. Y. reports that the registration for the fall in French will be 711, in Spanish 183, in German 58 in the East High; in French 691, in Spanish 142, in German 15 in the West High. There will also be four or five sections in French in the smaller high schools of the city. In the Washington Junior High there will be two sections beginning French and one in the Jefferson Junior High. He reports also that the study of German seems to be on the increase.

Henry Grattan Doyle, formerly Assistant Professor of Romance Languages in George Washington University, has been promoted to a full professorship in that University.

The Alliance Française (191, boulevard Raspail, Paris) announces courses in the French language and literature for the current year. The winter semester will extend from November 3 to Feb. 28; the summer semester from March 1 to June 30. In addition to the regular *Cours Complet d'Etudes Françaises*, there will be given during September and October instruction for students wishing to enter the more advanced French schools, and, from November to June, courses leading to the *Certificat d'Etudes Françaises* of the University of Paris. The fee is 280 francs per semester for the regular course; less for the others. No academic diploma is demanded for entrance. The courses are under the direction of M. Robert Dupouey of the Lycée Michelet. Among the instructors are M. l'Abbé Rousselot, MM. Pernot, Mornet, Weil, Conard, Dupouey. Inquiries addressed to the director as above will be attended to promptly.

Professor L. M. Riddle of the Univ. of So. California will remain at Johns Hopkins for another year, on leave of absence.

James Kessler of the Romance department of the University of Chicago has been appointed Professor of French in the University of Arkansas.

Professor H. Chamard of the University of Paris will conduct courses in French literature at Columbia University during the current year. Professor Chamard is widely known in America by reason of his studies in French renaissance literature.

Professor Earl B. Babcock of New York University has returned to his post after a year in Paris as director of the American University Union. Professor Babcock was eminently successful in the delicate duties of the directorship. He has been

succeeded by Professor Paul VanDyke of the history faculty of Princeton.

Professor E. O. Conant of Chattanooga University has been compelled by ill health to give up teaching temporarily.

Professor Guy Snively, formerly head of the Romance language department of Allegheny College, has been elected president of the Birmingham Southern College.

Professor Pietro Zampieri of Washburn College, Topeka, has been appointed dean of that institution.

ARKANSAS NOTES

The Spanish pupils of the Texarkana H. S. enjoy reading *La Prensa* and making *anuncios* on the model of those published in the paper.

The Spanish pupils of the Little Rock H. S. presented *Los Castillos de Torresnobles* on May 2. The third year French class gave *Le Médecin malgré lui* and *Les Mois et les Saisons*.

The Fort Smith French pupils presented an original play, *Une Soirée chez Mme Bouchart*, accompanied by a pageant showing various interesting figures in French history, from Jeanne d'Arc to Napoleon and veterans of the last war.

Miss Fanny A. Baker, for a long time in charge of the Romance language work at Fort Smith, has accepted a similar position in the Northeastern State Normal at Tahlequah, Okla., where she taught during the summer school, and where she will attempt to develop a lasting interest in her subject. The JOURNAL will miss her news notes from Arkansas.

NOTES FROM WISCONSIN

Professor Hugh A. Smith, University of Wisconsin, has been granted leave of absence for the academic year 1921-22 which he will spend in travel and study in Europe. He has been granted a certain sum of money by the Institute of International Education for traveling expenses to visit certain European universities. The first part of the year he expects to have headquarters at Grenoble, and will also visit Switzerland, Italy, especially Rome, and probably Spain. During the second semester he will be connected as lecturer with the University of Paris.

During his absence, Professor C. D. Cool will act as Chairman of the Romance Language Department.

Professor Barry Cerf has been granted leave of absence and will teach comparative literature at Reed College, Oregon. It is understood that Professor Cerf will remain at Reed if the conditions are as satisfactory as he expects.

Professor Casimir Zdanowicz, who left the University of Wisconsin during the war time and who has been lately teaching at Randolph-Macon, has now returned to the University.

Professor W. F. Giese, of the University of Wisconsin, expects to be on leave during the academic year 1921-22, or at any rate, during the first semester of the year.

Professor Cestre, of the University of Paris, is to be at the University of Wisconsin during the second semester of the next academic year in a sort of exchange relation with Professor Smith. Professor Cestre is Professor of American and English Literature at the University of Paris and has acted as exchange professor heretofore both at Harvard and California Universities. It is expected that he will give some public lectures throughout the country, and will give courses in French literature at Wisconsin.

B. Q. M.

The JOURNAL has received Bulletin number 20 of the Wisconsin Association of Foreign M. L. T. The officers of the Association are B. Q. Morgan of the University, president; F. A. Hamann, Milwaukee, Vice-president; C. F. Gillen of the University, treasurer; Laura E. Johnson, Madison, editor of the Bulletin; Mariele Schirmer, Milwaukee Normal, C. D. Cool, of the University, assistant editors.

The eighth annual meeting was held at Madison, April 29, 30. Professor V. A. C. Henmon, director of the School of Education of the University, read a paper on the Measurement of Ability in Foreign Languages. He presented charts showing the astonishing variations in the grading of the same history papers by 114 different teachers, and similar variations in other subjects, as geometry, English. The grades were sometimes 50 percent apart, and supported the speaker's contention for some more uniform system of grading than that now in vogue. Professor Henmon has published some very interesting studies on the general subject of his paper: The Measurement of Ability in Latin, *Journal of Educational Psychology*, November and December 1917 and an article on French Tests in the same periodical, February, 1921.

Papers on language clubs were presented by Mariele Schirmer and F. A. Hamann. The French, German and Spanish section meetings proved of interest. The German group discussed the preparation of a standard minimum vocabulary as prerequisite for completing the various units of the high school course.

The association has 108 members, most of whom live in Madison and Milwaukee. Of the 173 teachers of modern foreign languages in the state outside of these two towns, only 51 are members of the association. This state of affairs is unfortunately too prevalent in other localities. There are, for example, some one hundred teachers of French in and near Chicago, but only about thirty have shown enough interest in their colleagues to meet four times a year with the Society of Romance Teachers.

A student of St. Mary's Academy, Prairie du Chien, is responsible for the following sigh:

Il n'y a pas de roses sans épines;
Posséder à fond la langue française,
C'est posséder les roses;
Apprendre les leçons de jour en jour,
C'est sentir les épines.

THE STATUS OF FOREIGN LANGUAGES IN WISCONSIN HIGH SCHOOLS

The following figures compiled by Mr. Morgan, of the German department of the University, may be of interest to our readers.

	Total Pupils	Latin	French	German	Spanish
1916-17	48,200	6,575	(no data)	10,507	(no data)
1917-18	48,700			7,354	
1918-19	50,400	7,720	4,904	867	715
1919-20	56,000	8,546	5,273	488	678
1920-21	57,000	8,886	4,437	670	1,213

The following study made at the University is equally interesting.

319 Accredited schools	1916-17	1918-19	1919-20	1920-21
German only	139	11	7	5
Latin only	6	71	74	89
French only	0	13	15	20
Spanish only	0	0	0	0
No foreign language	47	157	147	142
Latin and German	103	30	3	4
Latin and French		84	72	59
Latin, German and French			10	5
Latin, German, French, Sp.			5	10

The JOURNAL has received number 3 of volume 1 of the bulletin of the Pennsylvania State M. L. A., a neatly printed pamphlet containing notes from the field and brief notices of new text books. We remark with interest the assertion that there are some 900 teachers of modern foreign languages in the various educational institutions of Pennsylvania. Professor W. H. Shelton, of the University of Pittsburgh, is to be commended on the vigorous effort he is making to secure some unity of professional effort from this large number of colleagues by the foundation of the Pittsburgh section of the M. L. A.

The modern language section of the state teachers' association passed a resolution condemning as inadequate the twelve hour prerequisite for qualification as a teacher of ancient or of modern foreign languages under the Department of Public Instruction.

The section demands as a minimum requirement instead, 24 semester hours, a two years high school course to count as six semester hours toward this requirement. It recommended also the consideration of the advisability of testing by examination candidates for foreign language teaching positions. In view of the absolutely chaotic conditions prevailing in the appointment of teachers of modern languages, it is refreshing to note that the members of the profession are awakening to their duty in using protest and counsel of a constructive nature.

MOLIÈRE IN KANSAS

The Cercle Français of the Manual Training Normal School of Pittsburg, Kansas, presented *Le Bourgeois Gentilhomme* in Carney Hall on March 3, last, before a good audience composed largely of Americans, French, and Belgians. Maurice Walker as Monsieur Jordain made an excellent impression. The performance was enthusiastically received by the French speaking part of the audience. President Brandenburg spoke briefly before the play, Miss Elizabeth Gilbert sang a group of French songs, and refreshments were served after the entertainment. The dramatic performance was under the direction and training of Professor Ernest Bennett of the department of modern languages.

SOUTH DAKOTA NEWS

The enrollment in South Dakota among the high schools for the International Educational Correspondence is now between four and five hundred. This is the second year that our high schools have engaged in this correspondence. Reports so far received indicate a good degree of interest and profit from it.

The French Club of the University of South Dakota has had a successful year. Just before the Easter recess one of the meetings was given over to the singing of French songs and a presentation of a short one act play in French by students, entitled "La Surprise d'Isidor." From the point of view of pronunciation, enunciation and acting, the play met with general approbation. If one may judge of the interest in French in the University and town by the size of the audience, the play was a great success.

Mlle Germaine Cornier of the Faculty of the University of South Dakota visited Yankton College, April 29, and gave an illustrated lecture on "Versailles and the Châteaux of France." She also gave a short talk in French, based on Daudet's "Siège de Berlin."

M. L. T. OF CENTRAL WEST AND SOUTH

The sixth annual meeting of the Association of Modern Language Teachers of the Central West and South was held at the

Hotel Sherman in Chicago on May 6 and 7. President E. W. Olmsted of Minnesota presided. The attendance at the general meeting Saturday morning was good and the respective section meetings Saturday afternoon were unusually well attended. The program follows:

May 6, 6:30 P. M.

Informal dinner, at The Chicago College Club.

A word of Greeting followed by brief addresses by the President of the Association and by Mr. Peter Mortenson, Superintendent of Schools, Chicago.

GENERAL SESSION, May 7, 9:15 P. M.

General Business.

The President's Address:

A Justification of the Study of Modern Languages in our Schools.

E. W. Olmsted, University of Minnesota.

The pedagogical and psychological bases underlying the course set up in the syllabus for French.

Kenneth McKenzie, University of Illinois.

The pedagogical and psychological bases underlying the course set up in the syllabus for German.

C. M. Purin, Head of the College Department,
Milwaukee State Normal School.

The pedagogical and psychological bases underlying the course set up in the Spanish syllabus.

J. D. Fitz-Gerald, University of Illinois.

FRENCH SECTION

May 7, 2:15 P. M.

E. H. Sirich, University of Minnesota, Chairman

1. *French a Living Language* 20 minutes

Nina Winans, Evanston, Illinois

Discussion

2. *Use of Phonetics in Teaching of Grammar* 20 minutes

Arthur G. Bovée, University High School, Chicago

Discussion

3. *Psychological and Pedagogical Basis for a French Course* 20 minutes

E. B. de Sauzé, Director Foreign Languages, Cleveland, O.

Discussion

4. *Class Demonstration in the Knowles-Favard Method of Teaching Rhythmic French* 20 minutes

Berthe des Combes Favard, Chicago.

Discussion

GERMAN SECTION

May 7, 2:15 P. M.

James Taft Hatfield, Northwestern University, Chairman

1. Jane Hutchins White, Evanston Township High School

Problems in the Teaching of German

Discussion

2. Hans Kurath, Northwestern University
The Psychological Basis of the Direct Method
Discussion
3. Eda D. Ohrenstein, Hyde Park High School
Changes in the Scope of Teaching Since the World War
Discussion

SPANISH SECTION

May 7, 2:15 P. M.

C. O. Sundstrom, Lake View High School, Chicago, Chairman

1. *Discussion of the pedagogical basis of the teaching of Spanish*
2. *Problems Related to Teaching Advanced Spanish*
Carlos Castillo, University of Chicago.
Discussion
3. *Scope and Purpose of Home Reading in High School Spanish*
Elsa Scheerer, Carl Schurz High School, Chicago.
Discussion
4. *How Time is Wasted in the Class Room*
Charles Halle, Austin High School, Chicago
5. *Courses for Beginners in Schools and Colleges*
E. C. Hills, Indiana University
Discussion

Items of general interest transacted at the meeting of The Executive Council are: (1) Upon recommendation of The Secretary-Treasurer and after full discussion it was voted that in order to avoid duplication of work in collecting subscriptions to THE MODERN LANGUAGE JOURNAL this function be turned over entirely to the Business Manager of THE JOURNAL, and that the latter pay annually to the Secretary-Treasurer of the M. L. T. twenty cents for each subscriber in the states affiliated with the M. L. T.; the secretary-treasurer to devote his energies henceforth to increasing the list of members and subscribers and to the work of forming new affiliated associations. (2) The following vice-presidents were appointed for the ensuing year; Caroline Dean (S. D.), Lionel Dure (La.), G. I. Dale (Mo.), C. F. Gillen (Wis.), Charlotte Hughes (Mich.), Blanche Hanna (Okla.), Jennie Hiscock (Minn.), Landor McClintock (Ind.) Ella L. Phelps (Nebr.), Estelle Smithey (Va.) Amida Stanton (Kans.), Laura Topham (Tex.), Jennie Whitten (Ills.), C. E. Young (Iowa).

At the general session, May 7: The Sec'y-Treasurer's report read and adopted. A resolution was passed commemorating the noble life and work of the late Professor B. L. Bowen and his services to this Association, and the Secretary was instructed to communicate this fact to the family of the deceased.

Report of the committee on nominations was: President A. R. Hohlfeld; members of The Executive Council C. M. Purin, Josephine T. Allin and E. H. Sirich; national committeeman,

J. D. Fitz Gerald. This slate was elected unanimously. Since the revised constitution calls for the election of a first and second vice-president, the following from among the list of vice-presidents were by vote of the meeting designated as first and second vice-president respectively, C. E. Young, (Iowa), Landor McClintock (Indiana).

The following resolution was introduced by the Sec'y-Treas. and adopted.

RESOLUTION

WHEREAS, The need of experimental data from which to deduce principles of teaching modern languages is generally admitted and

WHEREAS, Experimentation is best carried on by concerted action of individuals joined into groups for the purpose and

WHEREAS, There are now some valuable experimental data, elaborated in this country or abroad, which have not been, but which should be placed fully at the disposal of teachers; therefore, be it

Resolved that the Executive Council of The M. L. T. be authorized to appoint a commission whose duty it shall be (1) to study the question, (2) initiate the work by delimiting one or more problems suitable for study, (3) to set up an inquiry as to possible co-operation on the part of teachers and laboratories, (4) to get into touch with other similar movements in this country, (5) to take such other steps as The Commission may deem wise in order to advance experimental research and the dissemination of the available data of such research, and (6) to make a preliminary report of its plans, prospects, etc., to the next annual meeting of The Association.

Members will p'ease note a resolution of the Executive Council which states that in future members are requested to send remittances to the business manager of *THE JOURNAL* instead of to the Sec'y-Treas. Notice to this effect was printed in *THE JOURNAL* for May 1921, p. 460.

The most interesting feature, professionally, of the general session Saturday morning was the presentation of the German syllabus by Professor Purin. There was, unfortunately, little time to discuss it, but it was evident that the speaker has made a serious and very laudable attempt at a definition of many of the terms that are too often used but vaguely in such discussions, and that his treatment of the psychological basis of the syllabus was the result of careful inquiry.

The respective syllabi were referred to a general committee for editing and correlation after being passed on by the various sections and before printing. The Association met in a brief session directly after lunch to pass on a new constitution proposed by a committee consisting of Professors Hohlfeld and Nitze and the Secretary-Treasurer in order to remove certain inconsistencies arising from the organization's membership in the National Federation.

Much interest was shown by the members of the French section in the papers by Messrs Bovée and De Sauzé. The class demonstration by Miss Favard was followed with intense interest by everyone. Whatever reservations may be made as to the general use of this highly individual method by an unusually talented teacher, there is no doubt that her pupils had reached a commendable stage of control of pronunciation, of intonation, and of understanding of the spoken language.

The chairman of the German section, James T. Hatfield of Northwestern University, opened the meeting with some remarks on the general condition of the study of German at the present time. He anticipated a slow return, but warned the audience against the still existing animus against it by telling several incidents of late occurrence. The following papers were presented and discussed: Miss Jane A. White (Evanston Township High School), *Problems in the Teaching of German*, Miss Eda D. Ohrenstein (Hyde Park High School, Chicago), *Changes in the Scope of Teaching Since the War*, Dr. K. F. Munzinger, *The Theory of the Direct Method* (read by Dr. H. Kurath, Northwestern University). The first two were of a rather general nature, both animated by a vigorous spirit for the rebuilding of what has been destroyed. The third was a serious and successful attempt to state the *Why* of the direct method. The author presented a concise scientific statement of the physiological and psychological nature of language, and then proceeded to deduce from these facts the method to be used in *teaching* language.

The committee consisting of Lydia M. Schmidt (School of Education, Chicago), and Chas. M. Purin (Milwaukee State Normal School) presented their *Recommendations for a Standard Minimum in a Four Year High School Course in German*, which were adopted by the meeting after striking out, upon the motion of C. H. Handschin, practically all specific suggestions in regard to text books—a procedure quite detrimental to the usefulness of the syllabus, in the reporter's opinion.

The discussion both at the meeting of the French section and at the general meeting brought out very sharply the fact that the teaching public is still much at sea as to the meaning of many of the terms commonly used: phonetics, reading, conversation, direct method. It was clear that the majority of the teachers present agreed on reading as the essential aim of the course, but that the procedure by which this is to be arrived at is by no means agreed upon. Mr. De Sauzé outlined a form of procedure that corresponds in all essentials to the direct method, yet he affirmed more than once that he was not an exponent of the direct method. Miss Favard followed essentially in her demonstration phonetic principles, though she gave her method of teaching pronunciation another name.

It would seem highly desirable from the reporter's point of view that speakers on such occasions should have informed themselves more accurately of the accessible pedagogical material bearing on the teaching of languages and should attempt to define and demonstrate more precisely wherein their conception of the matter agrees or disagrees with the work of the numerous contributors to this important field. Such efforts would surely tend to give greater consistency and solidity to discussions of pedagogical questions, with the result of removing many obvious elements of misunderstanding and of making the issues involved in the various opinions much more clearly drawn.

The same vagueness of definition was evident in the wording of the program of the general session. More than one of the speakers seemed to be somewhat embarrassed by the formulation of his topic in the program. The papers did not all definitely treat the topics as announced. To an observer, it would seem highly important that the program committee and the speakers understand more clearly just what the net result of such a program should be and that each speaker should have definitely accepted the task of treating the topic as announced. Only thus can the audience at such a meeting carry away a precise impression of what has been undertaken and what has been achieved. The programs of teachers' meetings are too often open to the reproach of not being well organized, and our discussions too often lack any definite direction. Surely our experience in such matters is now extensive enough to make us attempt seriously to avoid this danger. The sonorous declaration of individual opinion or experience backed up by no objective demonstration, and too often but very vaguely connected with the matter in hand, is not infrequently an altogether too prominent feature in teachers' meetings, where well-directed and pertinent discussion should be the order of the day.

CONSTITUTION OF THE ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH

1. *Name*—This organization shall be called The Association of Modern Language Teachers of the Central West and South, hereinafter mentioned as The Association.

2. *Purpose*—The purpose of The Association shall be the advancement of the study and teaching of the modern foreign languages in secondary schools and colleges through (a) a closer correlation between the work of schools and colleges, (b) the presentation and discussion of papers, (c) the organization of local and state associations, (d) participation in the publication of a Journal.

3. *Members*—(a) Any person approved by the Secretary-Treasurer may become a member upon the annual payment of

\$2.00, which shall include the annual subscription to THE JOURNAL. (b) Any member of an affiliated local or state organization may become a member and subscriber by the annual payment of \$1.75 if made through the Treasurer of the affiliated organization.

4. *Officers*—(a) The officers of The Association shall be a President, a first and a second vice-president elected by The Association, a vice-president for each state in the territory embraced by it, and a Secretary-Treasurer. (b) The President, Secretary-Treasurer, and *six other members, chosen by the association* shall constitute an Executive Council of which the President shall be *ex-officio* chairman. (a) The President and Vice-Presidents shall be elected annually; the other officers shall hold office for a period of three years, two members of the Executive Council to be elected each year. *The Vice-Presidents shall be chosen by the Executive Council*, as far as practicable from nominations made by the affiliated organizations. Vacancies occurring between elections shall be filled by The Executive Council. There shall be further four National Executive Committeemen as provided by the Constitution of The National Federation of Modern Language Teachers to be elected by The Association.

5. *Duties of Officers*—(a) The President, Vice-Presidents and Secretary-Treasurer shall perform the usual duties of such officers. The Secretary-Treasurer shall promote the membership of the Association, and, together with the President, who shall be the chairman, and one other member of the Executive Council, to be elected by the Council, shall have charge of the program of the meetings. (b) The Executive Council shall perform such duties as are assigned to it, and shall decide such questions as may be referred to it by the Association, or as may arise between meetings. (c) The duties of the National Executive Committee men shall be so laid down in the regulations of said Executive Committee.

6. *Meetings*—The meetings of the Association shall be held annually at such time and place as the Executive Council shall determine.

7. *Affiliation*—(a) The Executive Council, either as a whole or through a committee of its members chosen by it, of whom the Secretary-Treasurer shall be one, shall constitute a committee on affiliation. (b) Local organizations may affiliate with the Association upon furnishing a minimum of ten subscribing members; state organizations will be received on a basis of a minimum of 25 subscribing members.

8. *Journal*—*Section 1.* A Journal entitled "THE MODERN LANGUAGE JOURNAL" shall be published under the auspices of The National Federation of Modern Language Teachers of which The Association is a constituent member. *Section 2.* THE JOURNAL shall be sent to every subscribing member of the affiliated organizations of the Association; and the treasurer of each affiliated

organization shall send the business manager of *THE JOURNAL* a list of its subscribing members and pay the Business Manager \$1.75 for each name on the list.

9. *Amendments*—This constitution may be amended by a majority vote of the Association at any annual meeting, provided the amendment has received the approval of a majority of the Executive Council and has been previously published in *THE MODERN LANGUAGE JOURNAL*.

EASTERN PENNSYLVANIA NEWS

The Pennsylvania State Modern Language Association, which was organized at Philadelphia December 30, 1919, and which held its second annual meeting at Harrisburg during the Christmas holidays in 1920, is now "growing like the proverbial bay tree." Its secretary, who receives the membership dues, is Professor Ellis A. Schnabel, Northeast High School, Philadelphia. Among the youthful achievements of this Association is already a *Bulletin*, of which issues appear about October 1, December 1, and June 1. The *Bulletin's* most novel feature is a Letter Box or "Linguistic Service Station" for the use of members. Its contents, as planned, include also abstracts of papers, notes and comments, personals, titles of articles in non-professional periodicals, informative book reviews, announcements, etc. The second number, published in April, contains the abstract of an excellent paper read by Dr. J. P. Wickersham Crawford, of the University of Pennsylvania, at the Harrisburg meeting, upon the subject "What the Colleges Most Desire Accomplished in Secondary Schools in a Modern Language."

A paper by Miss True, of the West Philadelphia High School for Girls, upon "The Length of a Satisfactory Course in a Foreign Language" was discussed in the Modern Language Section at the Spring meeting of the Higher Schools of Philadelphia, held at the William Penn High School March 12.

"Examination and Certification of Modern Language Teachers" was the topic discussed in the Modern Language Section of "Schoolmen's Week" at the University of Pennsylvania April 7-11.

On May 6 the *Salon Français* and the *Cercle Français* of the University of Pennsylvania presented "*Le Retour imprévu*" of Regnard and Musset's "*Un Caprice*"; and on May 13 the Spanish Club presented "*Los Intereses Creados*" by Benavente. From the University come to us also the following notes: Professor J. P. W. Crawford taught during the summer at the University of California. Assistant Professor Schappelle has accepted a professorship in Romance Languages at the University of Nevada, and Mr. Luis Tirapégui an instructorship at the University of Wisconsin. Mr. Émile Malakis will return to the Romance

Department after a year of study at the Sorbonne, and the following new instructors have been appointed: Milton H. Stansbury, formerly instructor in English at Haverford College, Phares R. Hershey, Assistant Professor of Romance Languages at Purdue University, and S. Hudson Chapman, Jr.

At Haverford College, Mr. John A. Kelly, Ph.D., of Columbia University, served as Instructor in German during the year 1920-21, and has been appointed assistant Professor of German for the year 1921-22. He spent the summer in Germany.

Mrs. J. R. Crawford, a French woman and until the time of the Great War a resident of Dijon, France, has recently been added to the corps of French instructors at Swarthmore College. Present conditions have rendered it possible for the Cercle Français of this college to enjoy several addresses by Frenchwomen during the past year, among the number having been Mademoiselle Louise Groult, of its own Faculty, and Mademoiselle Goubet, of the Mary Lyon School, Swarthmore. The Spanish classes of Swarthmore College number regularly about one hundred students.

The growth of interest in modern languages at Dickinson College has been such that another instructor in Romance languages has been added. The Italian class last year numbered twenty; the class in first-year Spanish, twenty-two; the class in second-year Spanish, eight. The interest in German is reviving.

From Bucknell University we learn that Professor Benjamin W. Griffith, head of the department of Romance Languages, is in Europe conducting a party of tourists. This is Professor Griffith's first visit to the Continent since his year abroad as "Y" secretary with the French army in 1918. Professor Arthur St. Clair Sloan has been appointed to the assistant professorship in the department of Romance Languages formerly occupied by Professor E. Belfort S. de Magalhaes. Professor Sloan is a graduate of Denison with graduate work at Rochester and Ohio State. He has had college teaching experience at Wooster and Ohio State, where he was University Fellow and instructor. His work will be principally in Spanish. Mr. Harry R. Warfel, of St. John's School, Manlius, N. Y., will come to Bucknell this fall as instructor in German and English.

At Temple University, as elsewhere, the attendance at the courses in French and Spanish has been since the time of our entrance into the World War largely increased. In addition to the regular elementary, intermediate, and advanced courses in French, the Romance Department conducts a series of courses on French literature. The cycle includes three years of study, the lectures being delivered in French. The advanced course in Spanish is regularly offered, and, if the demand is stabilized, regular intensive courses in the study of Spanish literature will be added to the curriculum. The work of the department is

conducted by Messrs. Berthier and Néel, both of whom are Frenchmen.

The German Department at Temple states that its course for beginners and courses in conversation and phonetics (elected principally by those looking forward to teaching German) have suffered most under present conditions. It will continue to offer these courses, however, in the hope that the tide may soon turn. The German courses following a three years' high school preparation and the advanced literary courses given the past year (Nineteenth Century Drama, Schiller, Faust) were surprisingly well attended. The department has not, however, seen fit to resume the activities of its *Deutscher Verein*.

ISABELLE BRONK

August 22

Modern Languages in North Carolina

During the year just past the teaching of French and Spanish in North Carolina has shown a sturdy increase. The number of high schools offering Spanish was 58, a number much larger than the year before, though still comparatively small. Of about 450 high schools, some 355 offered French,—which means that two years of French was offered by nearly all high schools of adequate size and equipment. So far as the outlook for the coming year can be gauged by pre-election of subjects on the part of the student, work in summer school and enthusiasm still in store from last year, there will be further increase in the numbers who study these two languages. Several additional high schools are putting in full four year courses in French.

Another wholesome sign of growth is the formation in colleges, and to a smaller extent in high schools—owing to fewer courses and similar reasons—of French and Spanish clubs. Examples may be found in many institutions, including, of course, the State University. At Davidson College, under Dr. Thomas W. Lingle, the *Cercle Français* has become affiliated with the *Alliance Française* and has received a visit from its lecturer. At Durham High School a Current Events Night, with reading of French and Spanish periodicals and letters from foreign correspondents, has been enjoyed during the year. At the North Carolina College for Women the Spanish club is of necessity conducted partly in English at present. It has a good membership. The *Cercle Français* at the same institution is limited in membership to about ninety students who have completed at least two years of college French. All the proceedings are in that language. The past year some very interesting meetings have had for programs condensed or short plays, skits, songs, games and talks on different cities of France. The examples mentioned are typical of much concrete enthusiasm which is a happy augury for next year and the future.

It should be mentioned that just now the teaching of German is still quiescent.

AFFILIATED GROUPS

At the meeting of the Executive Committee of the National Federation of Modern Language Teachers in Chicago on Sept. 6, the following important resolution was voted:

Chicago, Sept. 6, 1921

1. Resolved that efforts be made by The Executive Committee of the National Federation to form affiliated groups of Modern Language Teachers in cities and states in which no such associations exist at present, such groups to be considered as affiliated with the regional association in whose territory they are situated and to receive each a charter signed by the officers of The National Federation.

2. That city groups shall be granted a subscription rate of \$1.75 to the MODERN LANGUAGE JOURNAL upon furnishing a minimum of ten subscribers annually if paid thru the secretary of the group.

3. That state associations be granted the same rate under the same conditions except that they shall furnish a minimum of twenty-five subscribers.

4. That all groups whether city or state which furnish a minimum of two hundred subscribers shall be granted a rate of \$1.50 under the same conditions, and affiliate membership without representation.

5. That all of the kinds of groups named above shall enjoy the further privilege of having notes concerning their programs or other events of interest to Modern Language Teachers published in THE MODERN LANGUAGE JOURNAL.

6. That representation on The Executive Committee of the National Federation shall be granted to affiliated associations on the basis of one committeeman for every three hundred subscriptions to THE MODERN LANGUAGE JOURNAL paid annually thru the secretary of such association, except as provided for otherwise in the constitution of the National Federation.

J. P. W. CRAWFORD, *President*

C. H. HANDSCHIN, *Secretary*

NOTE. Persons interested in the formation of groups should communicate with the Secretary. It is especially desired to form as many city groups as possible this fall. Sample copies of the JOURNAL will be supplied gratis for this purpose.